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The JOURNAL of EDUCATION

Twice a Month for Better Schools

SEPTEMBER 3, 1934

Education Can't Be Stopped

In *The Round Table* the Superintendents of Typical Cities Report Progress

Trends in Teacher Preparation — LESTER K. ADE
It's Great to Be a Teacher — IRL H. DULEBOHN
Law and Order in the Classroom — ROY A. NORSTED
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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

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The Editors Say...

Back we come—readers and editors alike—all of us eager to do a better job than ever before, and to get more fun and satisfaction as we go along.

You will note some changes. The Journal's cover has been redrawn. A group of Advisory Editors makes its initial appearance—as listed on this page. We have a third Contributing Editor — Dr. Eginton.

Then there's our freshly formed Round Table. Listen to the heartening news that's flashing across it, as invited guests tell of obstacles overcome and gains accomplished for the boys and girls of nine important cities.

In making changes we try to hold fast that which is good, and to adopt only what is better. That we do not always hit it right is frankly admitted—as when, in this issue, we return to the once discarded title, The News Digest, for our ever-popular department of condensed news items.

The editorial, "The Journal Steps Out," on page 372, goes into more detail about our plans.

We want the Journal of Education to be as interesting and as helpful as it can possibly be made. That is why we are always glad to have you send us your criticisms and suggestions.

A Treasure Hunt

One of the advertisements in this issue contains a series of words which—if the printer had happened to pi them—might read like this:

JAETUESIMEVTSLHIBECD

Discover the consecutive words, jot them down correctly, naming the advertisement in which they appear, and mail the memorandum to Journal of Education Treasure Hunt, Six Park Street, Boston, Mass. Be sure to give your name and address, and whether already a subscriber.

To the first person in each State who mails the correct answer, we will present a four months' subscription to this magazine. A present subscriber qualifying for the prize may order the subscription for a friend or have his or her own subscription extended.

It always pays to read the advertisements in the Journal of Education. They are full of information about the latest, most up-to-date materials for improving efficiency. Now there's to be an extra reward for reading them carefully.

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The Round Table

During the summer, your editor turned craftsman and tried his hand at building this *Round Table*. About it are gathered today, by invitation, a number of Superintendents of Schools from representative cities, each of whom has an encouraging word about some educational forward step accomplished in the face of difficulties. There will be more such revelations at the next fortnightly meeting.

The Round Table is intended to be a place where persons engaged in educational work at any point or level may express themselves, briefly and freely. Don't wait for invitations or assigned topics. Make this a free-for-all forum, if you please.

To gain the floor, address *Chairman of the Journal of Education's Round Table*, Six Park Street, Boston.

Richmond's Enriched Program

How must it feel to have business interests and the press clamoring for curtailment of the schools, and then to come through with normal levies and the priviiege of rendering needed service? Well—suppose we call on Superintendent Binford of Richmond, Virginia, to answer this one.

J. H. BINFORD—"In spite of the fact that the School Board in Richmond has been compelled to practice economies, it is most gratifying that the Board has cordially supported a program to liberalize our high school curriculum in order to make better provision for pupils of special abilities and those who fall in the 'lower fifty per cent.' We have introduced into our high schools additional courses with credits in music and art. We have expanded our courses in industrial arts and home economics, and have made more adequate provisions for guidance. These changes have necessitated the employment of additional teachers and the purchase of expensive equipment.

"We are encouraged by the fact that a movement supported by both daily newspapers and the Chamber of Commerce to lower the school levy from 75 cents to 70 cents was decisively defeated by our City Council."

•

Indianapolis Plan

Let's hear from Paul Stetson of Indianapolis about his device for creating junior high schools in hard times—when no money is available for a set of new buildings.

SUPERINTENDENT PAUL STETSON—"In Indianapolis schools there has been a complete re-organization of grades seven, eight and nine, with respect to techniques of teaching and materials of instruction. This has been designed to gain the advantages of the junior high school type of organization and not to disturb the housing of pupils in elementary school buildings. In these stressful days teachers cheerfully and intelligently accepted assignments to committees which greatly added to their heavy loads. The evidence of such fine professional spirit in the face of decreased salaries and increased teacher loads is stimulating.

"We hope that the 'Indianapolis plan' will help to point the way for other communities which have not been able to finance a junior high school building program and have, therefore, not undertaken to revise their courses of study or techniques of teaching."

•

Children First in Atlanta

Educational forces in Atlanta have been fighting against heavy odds to maintain their services unimpaired. Superintendent Sutton pays fine tribute to the altruism of his teachers.

WILLIS A. SUTTON—"We have maintained our organization, our instructional and supervisory forces intact. I do not mean that we have as large a force as previously, but I do mean that we have kept our kindergartens, our night schools, the music, art, physical education, home economics, manual training and all of the progressive things that we have maintained for our school system, including our visual education department, department of testing and guidance.

"We have been attacked most furiously by many people, but we have maintained for the children the service which we have had for the educational development of our people.

"Possibly the most encouraging of all things has been the willingness of our teachers, evidenced by actual vote, to submit to a larger

reduction in salary rather than to let the children suffer for any of the opportunities which we have heretofore offered them."

•

Houston's New University

You might think President Oberholtzer of the Department of Superintendence would be too busy preparing his February program to sit in at the Round Table. But no, sir. Here he is with a brief account of what the schools of his own Houston, Texas, are doing to stretch their service to adults and older young folks.

E. E. Oberholtzer.—"From the standpoint of outlook and services potential, I believe the organization of the University of Houston is one of our most interesting achievements of this period. The University of Houston represents the expansion of adult education by adding two more years to the field of work now being covered by the Houston Junior Colleges. It is designed to blaze new trails in adult education and become a community service institution, dispensing real education rather than limited academic information."

•

Boston's Two Projects

Public education in Boston not only holds its own but gains ground. Superintendent Campbell names two major enterprises of more than local significance.

Patrick T. Campbell. —"Through the generous efforts of the School Committee, with the support of the citizens, we have been enabled to carry on all our school activities practically without curtailment.

"There has been an intensive investigation of the whole field of industrial education in our public schools. A committee consisting of Dr. Timble of Massachusetts Institute of Technology, Dr. Fred Smith of Harvard, Mr. Thomas of the General Electric Company, J. Arthur Moriarty of the Central Labor Union, and Robert O. Small of the Department of Education, has worked nearly two years and has submitted to me an exhaustive and very helpful report indeed.

"Also we have established a clinic for non-readers; that is, for pupils who, while apparently mentally well endowed, have been unable to learn to read *pari passu* with their classmates. The Teachers College has carried on this work for a little over a year, and beginning this September we are able, with the support of the School Committee, to set up three branches in different parts of the city to bring the work more intimately to the children who need it. In this connection we have started a city-wide campaign to reform our instruction in reading. Personally for a long time I have been convinced that one source of our difficulty in the secondary school has been the failure to teach the children to read intelligently the textbooks and reference books with which they must deal. From our limited experience so far, it would seem that we are on the right track."

•

Chicago's Junior Colleges

Against heavy odds Chicago schools have ventured to extend their services to high school graduates in three junior colleges. But why spoil Superintendent Bogan's story for him?

Superintendent W. J. Bogan. —"The Board of Education has adopted the recommendation of the Superintendent for inaugurating, this September, three municipal junior colleges, one on each side of the city, open to all high school graduates. These will be conducted on a new and promising plan. There will be much use of lectures to large groups, with assigned work open to all students. Those capable of carrying such a program and meeting the requirements will receive credit. The plan is economical and yet will open the door of opportunity to thousands who would otherwise be denied the benefits of higher education."

Pulling Together in Cleveland

Over in Ohio's metropolis the adult angle has received much consideration. There are schools for adults, and adults are for the schools. Superintendent Lake draws the picture.

Charles H. Lake—"A very interesting new bit in education during the past year has been the work in Emergency Rehabilitation Education with adults. A strong co-operative spirit has developed among parent teacher groups, educators, and other groups, to carry on the work of education undiminished. The constructive and courageous attitude of our teachers has manifested itself in unusually good works in the classroom."

•

Planting For the Future

It speaks well for a community that it goes on cultivating its most important crop when its wheat crop fails. Aberdeen, South Dakota, does this.

Charles J. Dalthorp.—"Not a single activity has been eliminated from the Aberdeen schools since the depression started. In spite of the most serious crop failure this state has ever known, the Board of Education raised some salaries and decided to continue the educational program of the local schools unchanged for the coming year."

•

More For Adults

An interesting extension of instruction into upper age levels has been made in Perth Amboy, New Jersey.

W. C. McGinnis—"No positions were abolished in our system. No educational service was abolished or curtailed, such as household, industrial, or fine arts, —music and the like. An adult education night school was maintained from December to mid-April, with an enrollment of 3,152. This gave employment to seventy unemployed teachers. A junior college was established and maintained from December through June 8."

Trends in Teacher Preparation

By LESTER K. ADE
Principal, State Normal School
New Haven, Connecticut

Seven points of progress in the art of equipping teachers for their professional duties, are here noted.

IN analyzing recent teacher-preparation progress in the United States, we find such meaningful phrases as the following:—

1. Centralization of State Control.
2. Advancing Entrance Requirements.
3. Curriculum Construction and Curriculum Revision.
4. Increased Emphasis on Laboratory School Provisions.
5. Available Supply and Actual Demand of Teachers.
6. Programs Designed for the Improvement of Teachers in Service.
7. Teachers College Movement.

•

Centralization of State Control.—The experience of the various commonwealths confirms the principle that public school teachers should be prepared in professional institutions that are not only owned but controlled by the state. This theory is sustained by the following considerations: (1) the task of preparing public school teachers is so large that only the state can do it adequately, (2) education is a function of the state and for that reason the state should provide competent and capable teachers for its public schools, and (3) the unified state system of teacher preparation is more economical than any other plan. For these reasons state teacher-preparation institutions are becoming more closely identified with each other, thereby affording a more unified program of professional education of teachers. More and more the programs of individual state schools are growing out of constructive, long-term, state-wide policies.

The tendency in the United States at large is to place the responsibility for the preparation and certification of public school teachers and supervisors in the hands of a state board of education. In the last decade the aim of many state boards of education has been to offer a unified and dynamic program of teacher preparation on a state-wide basis. The steady centralization of control of such preparation institutions, during the past, in state central offices will probably continue. This movement judging from recent experience will be accompanied by closer integration of the activities and offerings of state institutions with those of the public schools of the several states.

•

Advancing Entrance Requirements.—Newer movements in teacher education have brought about an increased interest in teaching, and consequently have resulted in an unusually large number of candidates applying for admission to the teachers colleges and normal schools. Within the last decade professional qualifications of teachers have advanced at a remarkable pace. More and more our professional schools for teachers are consistently and effectively emphasizing the fact that entrance to such an institution is a privilege and not a right. Hence, entrance requirements to teachers colleges and normal schools are constantly being made more rigid. Many states now require for admission that students be examined by physicians especially appointed for this specific function. The physical and medical examinations are usually perfunctory when done by the local physician. To correct this weakness, medical examinations in many states in the East are given by a corps of qualified physicians appointed for this specific purpose by the state authorities.

•

Curriculum Construction and Curriculum Revision.—Another significant trend in teacher preparation is a new departure in curriculum construction and curriculum revision as compared with the method in earlier times. In many states the plan of state-wide conferences of teachers college faculties for the purpose of thoroughgoing co-operative studies on the curriculum is becoming quite common. The staff and even the students of the teachers college should participate in the formulation of the policies and programs of the institution. Co-operation in the building and revision of professional curricula is becoming a regular part of the state-wide program of teacher preparation in many states.

•

Increased Emphasis on Laboratory School Provisions.—Officials of teacher preparation institutions everywhere are confronted by fundamental questions concerning the relative effectiveness of various types of observation and student-teaching. But these officials evidence no lack of faith in the improvements of practical laboratory school work of this kind. Since the nature and extent of provisions for observation

and student-teaching are often considered a good indication of the merit of professional offerings of an institution as a whole, earnest efforts are being made by the best institutions to reach the maximum effectiveness in the laboratory school. The old cleavage between theory and laboratory-school departments is generally disappearing, and likewise the longstanding distinctions in rank and salary as between these who are on the "regular college faculty" and those who are "only training teachers" have in large measures been given up. There has been increasing dissatisfaction in recent years with the character of the education and preparation offered to prospective secondary school teachers in endowed colleges of high standing; the chief reasons for dissatisfaction have been the lack of a professionally organized curriculum and the lack of adequate provisions in these institutions for systematic demonstration and supervised student-teaching. The specific requirement of a certain number of hours of satisfactory work done in laboratory schools has finally come to be the rule rather than the exception.

•

Available Supply and Actual Demand of Teachers.—Another pressing problem in the field of teacher preparation is the better adjustments of supply and demand. Some of our frontier speakers have said that we have an oversupply of certified teachers. Others have stated more plainly that we have an oversupply of under-educated teachers. It is therefore futile to discuss the supply of teachers without first establishing a definition of what constitutes an acceptable teacher and also of what constitutes an available teacher. Until the state department of education in each state is able to supply definite and reliable information concerning the actual demand as distinguished from an estimated demand, it will be impossible to set up a definite state program which will furnish a well-regulated supply of teachers for each kind of position in the state's public school system. Relative to the limitation or abandonment of life service in some states, there is a tendency to grant no permanent or life certificates. In many others there is vigorous protest against the continuation of this policy and there seems to be some prospect of its early abandonment in many states. There has come to be a very general conviction among professional school administrative officers that there is no longer any justification for granting life certificates on the basis of less than four years of acceptable post-secondary preparation coupled with a considerable period, say ten years, of successful teaching experience. With respect to this same problem there is also a conviction that all certificates including life certificates should be rendered void by disuse for a period of five or six years.

"It is becoming more clearly realized than ever before that professional education is by no means complete at the end of a comparatively brief period of pre-service training. In-service work affords many excellent opportunities for devising more effective techniques of teacher preparation and for the general advancement of the profession of teaching. Those opportunities are being utilized more fully than ever before by teacher-preparation institutions."

•

Programs Designed for the Improvement of Teachers in Service.—Increasingly insistent is the demand that state professional schools for teachers enter more wholeheartedly into a program designed for the improvement of teachers in service by offering on the home campus of each institution a comprehensive program of practical courses in which demonstration and other clinical work is stressed. With respect to summer session work, the tendency has been to upgrade the character of work offered. The summer session is now conducted upon a post-normal school basis and mainly for teachers in service who wish to pursue further study. Graduate work is being offered in most of the professional schools for teachers in the United States, in order that teachers in service may continue their growth and development. It is becoming more clearly realized than ever before that professional education is by no means complete at the end of a comparatively brief period of pre-service training. In-service work affords many excellent opportunities for devising more effective techniques of teacher preparation and for the general advancement of the profession of teaching. Those opportunities are being utilized more fully than ever before by teacher-preparing institutions.

•

Teachers College Movement.—Two and three-year normal schools all over the country have been rapidly merging into teachers colleges with distinctive professional standards. At the present time it is estimated that there are more than one hundred fifty recognized and accredited degree-conferring teachers colleges in the United States. The tendency in many states is to set four years of post-secondary school work as a minimum requirement for all forms of teaching certificates. This program, among other requirements, calls for increased academic and professional preparation of faculty; curriculum revision; better library facilities; and more adequate provisions for systematic demonstration, preliminary participation, supervised student-teaching and experimental teaching in laboratory schools affiliated with the teachers college. All indications point to a continuation of the teachers college movement.

It's Great to Be a Teacher

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools
Ramsay, Michigan

"GEE, it must be great to be a school teacher." The remark drifts over to you from the next booth where Tillie, the telephone girl, and Carrie, a clerk, are likewise enjoying a belated supper after a hard day. Their chatter isn't meant for your ears, but you listen idly. It's no harm—maybe it'll be amusing—a chance to get the lowdown on yourself, you reflect sarcastically.

". . . work only six hours a day," they continue, "and only five days a week—nice, long vacations every summer to travel or do as they please—don't go to work until nine—sit in a comfortable chair all day—just tell the children what to do and watch them do it—then, pretty soon it's four o'clock and they're through. Gee—they're lucky. Now look at us. . . ." You think, "Oh, yeah?". You smile tolerantly. You let it go at that. But on the way home you wonder——

•

Six hours a day! You reflect that no teacher worthy of the name ever spends less than an hour or two in outside preparation. Nice long vacation! Yes—very fine indeed—if only your bills could be persuaded to take a vacation too. Unfortunately, you have to eat, even on vacations! Comfortable chair! They should hear yours squeak. Besides, how long would you last and how much would your pupils learn if you sat in your chair even for any appreciable portion of the day? Not long and not much. Through at four o'clock! They should see the mountain of language papers you have to grade after supper tonight, and the lesson plans you must prepare after that. Great to be a teacher? Well——.

•

Yes, come to think of it, it *is* great to be a teacher. It is a real inspiration to look into forty eagerly upturned faces; to watch them as they absorb your words: to know you're moulding their lives to accepted form; to feel that their destiny, their success or failure in life depends on you. It is gratifying to have them respond enthusiastically after the expected pattern, recite back to you rules of behavior you have taught them; to hear them pledge themselves in all sincerity never to take what does not belong to them, to be kind to dumb animals, to respect and guard school property, and to look both ways before they cross the street. Yes, it is a glorious feeling when they respond like that. You close your desk happily and feel that that day's work was well done.

•

But next day when you learn that the flowers little Willie places so lovingly on your desk were plucked surreptitiously from a neighbor's garden; when a fond matron advises you in a note that your Johnny and Freddy caught her dear Fluffy yesterday after school and tied a horrid old tin can to his tail; that Sam, who spoke so glibly on protecting school property, improved the next ten minutes in carving his initials in his desk top; and when June, who can recite safety rules backward, gets herself run over by a truck—when those things happen, well, you get that feeling of futility, that's all.

•

But it *is* great to be a teacher—when everything is running right. Then, if the principal or the superintendent happens to come in and observe, why, you are in your seventh heaven. Usually they come when things are every which way. But when things are going as they should; when the children are giving an original dramatization that's truly worthwhile, or a series of extemporaneous talks that show that they know what they are talking about, and the boss is there to see, that does your heart good. It gives you a feeling of satisfaction to watch the expression on your visitor's face and to know that he really is absorbed, proud of the work, proud that you teach in his school. Yes, there's a real joy in doing a first-class job and in knowing it is appreciated.

•

But after the class is over—after your visitor has sighed himself back reluctantly to the world of reality, to have him pull that official mask of his over his face, to have him say, after a hasty glance around the room: "Nice work, Miss Brown, very nice, indeed—ahem!—but these window shades now, they're very irregular. You should keep them drawn evenly. They look terrible this way from the outside." Yes, when criticisms are made just for the sake of criticizing, well, you almost wish there weren't any principals or superintendents like that, or else that they'd stay in their offices where they jolly well belong.

•

And another thing about visitors. It's nice, as you said before, to have them come on days when everything is ticking along as it should. When you've got the class well started and the children know their stuff and are putting it across convincingly, then you like to have visitors come. After all, well, you're human—you're proud of your skill and you like to exhibit it as all good workmen do. But after everything has gone smoothly for

a month with visitors as scarce as holidays, then to have some hypercritical parent pop in on the proverbial blue Monday when everything is haywire and the devils of disorder and perversity and scatterbrainedness are rampant—then it is not so good. You feel that you should apologize; you hesitate to do so for fear of disbelief; you wallow home through a slough of despond and imagine that all sorts of dire things will be thought or said as a result of the visit. At such times distant fields appear more green. You wonder why you ever became a teacher and wish you were anything else.

•

Still—it *is* great to be a teacher—a good one, of course. When you've worked with a group for half a year and have succeeded in maintaining one hundred per cent. attendance for a whole month; or when your group averages ninety-nine point two on the quarterly spelling test; or tops the list of class medians in arithmetic fundamentals or reading comprehension or legibility of handwriting—then you venture to pat yourself on the back and feel that you've accomplished something. It is nice, too, to take a prize now and then at an essay contest or a poster exhibition or to have some sincerely grateful parent come in and tell you that you're the best teacher that Johnny ever had and that he wishes he could have you again next year. You like to have other teachers run in and borrow your paste jar because theirs is empty and ask your opinion about this or that; you like to have your principal or superintendent come to you for advice now and then. It makes you feel that you amount to something to have others value your opinions that way. Yes, it's a great thing to be rated unofficially as "the best teacher in the system" and to know in your heart that the title is not wholly undeserved.

•

But after you've spent years acquiring your reputation, then to have some featherweight, who never held her class to one hundred per cent. attendance in her whole career, drop a remark implying that you falsify your books; or to have some other teacher whose class medians gravitate habitually to the lower quartile suggest more or less jokingly that you must have a stand-in with the testing clerk; or to have some "friend" come to you after the essay contest or poster exhibition and inform you confidentially that "they" say you wrote the essay or made the poster yourself—it was so good the child couldn't possibly; or to have a teacher who never nurtured an original idea in her life remark, after some suggestion of yours has been adopted by the authorities and has turned out well, that you are playing up to the boss. Yes, teaching *is* a great profession—but honestly, sometimes it hands out a lot of thorns with its roses.

•

The greatest satisfaction in teaching is, of course, to have your pupils turn out well in life; to have them go through high school and university and become successful doctors or engineers or—teachers. And even if they don't go to college, just watching them develop into honest, industrious everyday citizens is satisfaction enough. And when they come to you from time to time to tell you they're grateful for what you did for them way back in the sixth grade—then you forget all the heartaches and swear that teaching is the greatest job on earth.

•

But, oh, it is so long to wait, you think sometimes. The carpenter, the farmer, the laborer—all these can say when evening comes: "Today I built a porch, or plowed a field, or dug a ditch. My work is there—it is well done—look at it." But you—the teacher—you must wait twenty years for your reward. And then perhaps the boy on whom you pinned your fondest hopes turns out a failure, and the dummy of the class an Edison.

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Still, in spite of it all, it *is* great to be a teacher. The work is hard, but you enjoy it. That is why you are and why you remain a teacher. There are heartaches, but the joys, though long delayed, are great and abiding. There are thorns, but, oh, the roses are sweet. The thing you dislike perhaps most of all is to have someone say: "Gee! you got an easy job." When they tell you that, words fail you. Perhaps it is just as well they do.

What a Modern School Should Do

By ROLLO G. REYNOLDS

Horace Mann School, Columbia University

THERE are four points which should be emphasized in a school system in which children are in attendance.

First of all the schools should attempt to inform children and young people in regard to facts which really are important.

The second point is that children should be taught how to work. Their initiative should be developed.

Third, the child should be aided in learning to think "straight." Nothing is more important for the intellectual, political and social life of America at the present time, than for an individual to be able to make right choices.

The fourth point is that right feelings in children should be fostered. In the last analysis it is what the individual feels in his inmost soul that distinguishes one individual from other individuals. Attitudes, correct attitudes, desirable attitudes, helpful attitudes, constitute the essence of the personality.

Don't Be Gullible

By J. C. WEBB, Superintendent
Portland, Indiana

Was Dillinger really a high school athlete? Are prisons full of high school graduates? Some rumors call for investigation.

THE title of one of the subdivisions of a chapter in the book, "The Mind at Work," by Lyman, is the "Pitfalls of Thinking."

The first three statements of another division of that chapter entitled "The Danger of Unsupported Assertion," are as follows:—

1. An unsupported statement carries no weight, except when made by an authority.
2. A statement made by Thomas A. Edison in the field of electricity is final for most people.
3. He is an authority for most people.

Leaders of Public School Education must be on guard against public declarations, oral and written, which are not at all in accord with the truth, and also on guard against the damaging remarks and misleading publications which result.

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Examples of Damaging Publicity

More than twenty years ago an erroneous report was made, in Indiana, that the Indiana Reformatory at Jeffersonville, Indiana, was being filled by an unduly large number of high school graduates.

At that time the Honorable Thomas R. Marshall was Governor of Indiana. Those who really knew Governor Marshall, well remember that he possessed a philosophic, open, legal and scientific mind. He was a man who believed *what he knew*. He was not disposed to accept doubtful propaganda and then pass it on, whether it was right or wrong. He was the very embodiment of the old adage "Be Sure You Are Right, Then Go Ahead."

Prison Investigation

Dr. R. B. Kleinschmidt, who was then in the Psychology Department of De Pauw University, located at Greencastle, Indiana, was asked, with the Governor's approval, to make a careful survey of the personnel of the convicts at the Indiana Reformatory. Dr. Kleinschmidt found that at that time there were eight hundred (800) convicts in the Reformatory. His survey revealed a number of things which were quite significant.

The revelations refuted most of the slanderous statements against the public schools which were being made from public platforms and by a considerable portion of the public press. One of the discoveries he made was that instead of there being an unduly large number of high school graduates among the eight hundred convicts, there actually was an insignificant number. There were only four (4) high school graduates—one-half of one per cent. of the total number in the Reformatory.

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Another Investigation.

Recently, the writer, in commenting on the findings of Dr. Kleinschmidt, remarked that about twenty years ago, data from Sing Sing prison at Ossining, New York, revealed practically the same ratio as that of the Indiana Reformatory. He also stated that at the present time, *1934*, there were probably not more than three per cent. of the Sing Sing convicts who were high school graduates.

This statement was questioned by a community leader. The writer was told by this particular citizen that it was believed that at the present time twenty per cent. of the convicts of Sing Sing Prison were high school graduates.

The writer had a notion, from the first, that that was an unsupported statement, consequently, he wrote Lewis E. Lawes, warden of the Sing Sing Prison, asking for the number of convicts and for their educational classification. Mr. Lawes' answer was that there were fifteen hundred sixty-two (1562) "commitments" to that prison during the past fiscal year, 1933. Of this number, twelve hundred thirty (1230), seventy-eight per cent. (78 per cent.), had gone no farther than the elementary schools, and that only forty-nine (49) convicts, three per cent. of the *1562*, had graduated from high school and that the *majority* of the *49* graduates were European graduates. That is, that at least *25* of the *49* had never attended the public schools in America.

We conclude from data offered by the warden of Sing Sing, that perhaps one per cent. (1 per cent.) of the convicts are graduates of high schools located in America. These data confirm the statement that the public schools of this country are doing well in citizenship education. The prisons are not being filled by public school graduates.

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Unsupported Statements in Regard to the late "Public Enemy Number One."

The Press reports of the Central States had many items concerning John Dillinger, "Public Enemy Number One." Many unsupported statements about the "Jesse James of Indiana" were made. Some of them have *unjustly* been a *reproach* to the public schools of Indiana.

One newspaper made the false statement that John Dillinger was a star high school basketball player. Another public statement was that he was a product of the Morgan County, Indiana, schools, and that he was a high school graduate. All these statements were untrue. The superintendent of schools of that community states that the Dillinger family moved to that section from Indianapolis fourteen years ago, when John was seventeen years old, but that John did not enter schools in Morgan County.

The superintendent of the Indianapolis schools writes that the records show that John Dillinger finished the eighth grade when he was in the Indianapolis schools. Also, that he quit school when he was fifteen years of age.

Such unsupported statements made by influential leaders and by the press hinder greatly the work of the public schools. It is difficult to understand why the public schools are forced to meet such untrue statements which are quickly passed on by selfish, greedy, destructive interests.

When the World War began in 1914 England dismissed many, if not all, her public schools, thinking that she could more easily win the war. However, she soon found that juvenile crime was increasing, and that the schools would have to be started again. Parliament did the unusual thing. It voted $3,000,000 for the purpose of re-establishing the schools.

It is complimentary to the educational systems of the country for them to send out increasing numbers of graduate students from many types of homes and at the same time know that nearly all those graduates, as they enter a somewhat chaotic world, are carrying on in an approved and orderly way. An unbiased survey of the work of various institutions would, I think, show that the schools have been efficient.

Law and Order in the Classroom

By ROY A. NORSTED
Principal, Leonidas School
Mountain Iron, Minnesota

The author denies that discipline has been outgrown. He holds respect for authority as basic to good teaching.

IT is easy to ridicule the phrase, "respect for authority," as a hackneyed and idiomatic expression of formal disciplinarians. Yet, there must be law and order in every classroom if teaching is to be carried on successfully. Nevertheless, there are teachers who endeavor to teach without first commanding respect for the power that is vested in them as teachers. They feel that the duties of teaching were assigned them without the responsibility of enforcing the rudiments of law and order in and beyond the environs of their own rooms. This is a fallacious assumption for any teacher to make; for, without a respect for authority in matters of discipline, there can be nothing but a corresponding lack of respect for what is being taught in the classroom. Conversely, poor teaching will in more than the majority of cases result in an increasing number of disciplinary problems.

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Students who are busy and interested in their work will never be problems of any great disciplinary concern to the teacher; for it is the student who loses interest in his class work who turns his attention to making trouble in the classroom. It is here that the teacher must use strategy and good judgment in checking such cases; for, if this one student succeeds in his first escapade, it will be the signal for others to try their luck on "getting away with it" too. By strategy is meant that the teacher will have to handle this miscreant in such a manner as not to make a hero of him in the eyes of the other students, for any student, particularly boys, will be willing to take plenty of punishment from any teacher if in the end he will be emulated for it by his own group. The student must be taught to respect the authority of the teacher wherever she may chance to be, and especially within the jurisdiction of her own classroom.

Even though one or two students may have to be brought to humiliating terms before a teacher will be able to feel herself secure in her rightful authority, she will in the months to come, find that these sad experiences that seem almost cruel at times will have a wholesome and tonic effect on the other members of her classes. Every boy and girl likes to respect laws that work with definite certainty; likewise, they like to respect personalities that exercise power and authority with discriminating precision and justice.

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The teacher who feels that she must be popular among her students in order to be successful is in a foolhardy pursuit of a popularity that soon leads to a break-up of all "respect for authority." "Familiarity breeds contempt" is an applicable maxim in such cases. Students are discriminating judges of human nature as expressed by teachers in their classrooms and soon take note of the weaknesses that manifest themselves through various contacts which each teacher may unwittingly permit. Once the stu-

dents have taken stock of a teacher's weaknesses, she is doomed for plenty of "horseplay" that increases in consequence as the teacher, realizing her sad plight, starts on a regular rampage to regain control of the situation and again establish respect for authority. In most cases, it is too late, for respect that is once lost requires a double effort to regain and necessitates in many instances the help of the principal. Even in that event, help from the principal is no assurance that the students will inwardly respect the authority of the afflicted teacher. The road back is a hard one, but it must be made without a falter lest the ground gained be lost again through some unwitting blunder.

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As important as the principal may be in maintaining the morale of the teaching staff, he must not be introduced into every disciplinary problem of the classroom if the teacher can possibly remedy the situation herself. It is best that the principal hold himself aloof while the teacher proceeds to solve her own problems and thereby strengthens herself as a disciplinarian. Only when the teacher assumes the role of the responsible party for the conduct of her students, will she realize the necessity of maintaining respect for authority. When this step has been established, teaching becomes a pleasure and a much less fatiguing and nerve-racking responsibility than it has so often become for those who fail to sense the importance of good discipline in the classroom.

Teachers as Thought-Molders

By LUCIA AMES MEAD

WE are wont to think of the French as more militaristic and having more newspapers dominated by armament firms than any other nation except Germany since its new dictator has abolished free speech. But there is another side to the story. One is astounded to see the courage recently displayed by French school teachers.

At an autumn meeting delegates representing 80,000 French primary teachers condemned war as "the greatest collective crime" and declared that "with the present state of technical means at the disposal of armies, it is useless to pretend there is any effective defence of individuals, private property or the national patrimony." They asserted that "war, as an ultimate means of settling international quarrels" was "unjustifiable in reason or in fact." The teachers thought it everyone's duty as well as interest to oppose any recourse to it. They pledged themselves to work in school and outside school for moral disarmament and paid "homage to conscientious objectors and all those who firmly resist and decide individually to refuse to play their part in collective slaughter." They congratulated themselves on "seeing an ever-increasing number of student-teachers refusing to participate in advanced military preparation."

This pronouncement brought consternation to all militarists. The Minister of Education sternly rebuked them, and informed them that the same penalties for war-resistance applied to teachers as well as to others, and threatened punishment for lack of patriotism. To this threat the unabashed Secretary General of the Teachers Syndicate replied: "In school, as out of school, teachers will continue to teach peace without any regard for a conformism whose rules are laid out by cannon merchants and their delegates."

In Germany, only the clergy, not the teachers, have yet dared defy the authorities. The teachers of the English-speaking race, as voters and creators of public opinion have peculiar civic responsibility this critical year. The apathy and inertness of the great majority regarding the most vital issues threaten prosperity and progress.

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Two measures that may be urged this winter, regardless of anything done in other nations, demand immediate action, and letters to Senators and Congressmen. One is action by the Senate by a two-thirds vote to put us into the World Court from which we "can withdraw at any time," as it is explicitly provided. This is a matter of extreme psychologic importance. Should the Senate after this delay of eleven years, and silly talk about "entanglements," now refuse our entrance after Elihu Root's removal of the smallest technical difficulties, it would accentuate our reliance on force, not law, and our accentuation of a narrow, nationalistic view which we criticise in every other people.

Pupils need to be told that at present thirty-three Senators can defeat the will of the majority of the Senate, the majority of the House, the majority of the people, and this is a matter that should be remedied by another amendment to the Constitution.

The second matter which concerns America alone is the repeal of the unjust Japanese Exclusion Act, passed in a fit of temper, and against the will of the President

and Secretary of State, which has embittered the thought of Japan and cut to the heart a people proud and sensitive and capable of being friendly had we begun years ago with the policy that Morrow showed in Mexico and Hull at Montevideo. The repeal would admit only a quota of 189 a year.

The children in our schools whose fathers' folly helped on a war which Secretary Dern of the War Department says was a "failure" and brought victory to no one, ought to have in the school library that impressive great book of photographs of war-scenes published by Simon and Schuster, which, if pondered, might do more to remove from youthful imagination the glamour of war than all the teaching of years in the classroom. This is a photographic history of the First World War. The teacher can do much to forestall a second world war if she opens the eyes of students to the insidious propaganda of the armament makers and armament interests.

The minds of German children are being systematically trained to look on war as inevitable and necessary. The free countries like our own have therefore a double obligation to declare that modern war is the slaughter by innocent conscripts of other conscripts equally innocent, and that explosives have no relation to honor or justice or permanent safety.

War today depends not on kings and grandees, but on the common folk. No dictator has any power unless supported by the masses. Teachers and parents control the thinking of the masses and are responsible for the politicians who make wars.

The Schools' Most Powerful Ally

By ELMER S. HOLBECK
Woodrow Wilson School
Passaic, New Jersey

The Parent Teacher Association with its 1,500,000 recorded members can be a mighty force for childhood.

THE development and growth of the Parent-Teacher Association have been marked by opposition and struggle. Much criticism has been heaped upon it. Many educators and lay citizens alike have viewed the movement with suspicion. Others have sought to promote and stimulate its growth, but largely through faith in its potentialities rather than from admiration of its actual accomplishment. Its diffusion of interests, its failure to achieve a clear-cut relation with the educational system, its often poorly conceived and inefficient methods, have retarded and inhibited its influence and have given the casual observer only too much reason to believe that it had no importance.

This is not the whole story, however. The primary purpose of the organization—to co-ordinate the work of home and school for the welfare of the child—capitalizes a community of interest on the part of parents and teachers which has an enormously high emotional appeal. When to a purpose of such social significance is added the fact that the phenomenal number of over 1,500,000 individuals are officially recorded as members of Parent-Teacher Associations in this country, not to say anything about the thousands of independent parent-teacher associations scattered throughout the length and breadth of the land and of which we have no record, it is apparent that the organization deserves much more than superficial examination and that it probably has a potential importance of considerable magnitude.

It is, furthermore, one of the few examples in the United States of spontaneously initiated local community activity with volunteer leadership. It has weathered the vicissitudes of over seventy years of growth and expansion. It has had an influence on educational legislation, on public opinion regarding education and on the conception of the parent's role in education. Whether it will in the future rise to the full potency of its possible influence, depends to a great extent on the methods and techniques which the Associations work out for themselves in the next few years. Studies have been made recommending the improvement of existing practices in this direction.*

This movement, in spite of its obvious weaknesses, has become an enterprise with which the modern educator must reckon. It is time for its potentialities to be generally admitted and for educators to join with parents in working on ways and means of assisting the organizations to reach them. The successful integration of the work of the Parent-Teacher Association with the work of the school, where it has been accomplished, has promoted so definitely the welfare of the child and the community that, despite the difficulties such an effort presents, it should be attempted more generally.

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*"An Analysis of Activities and Potentialities for Achievement of the P. T. A. with Recommendations." Holbeck, Bureau of Publications, Teachers College, Columbia.

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

AS the radio speakers say, "Hello, everybody!"

I hope you may all have a good year, with not so much distress as last year brought.

Well, this is a great old world, with lots going on. Science is building a new world with startling rapidity. Society is readjusting itself to the new conditions as rapidly and as well as it can. Governments are struggling against heavy odds. Schools are striving to keep their heads above water and to save the children and youth of the land. I hope the rain of hot economic, social and political lava will let up so we can get out from under the umbrellas we have been carrying for four or five years past.

Last year you sent in many problems, and I tried to answer them in helpful ways. This year many other problems will arise. Send them along. I shall do the best I can with them. I shall not answer them to the satisfaction of every one. But the answers I give may cause you to think the problem over in a new light. Also my answer may help some other fellow to think his problem out.

I have had some very kind letters from readers of the Journal. Nobody ever gets beyond appreciating kind words.

The Journal of Education has a long record of service to the schools. It had a good year, as the year went, last year. Let's make this a better year for all by our working together.

I'll be looking for your questions.

Teacher Quitting Room

QUESTION—Is it right for a teacher to leave pupils alone in a classroom during class hours? Teachers get "sore" if you say it is not right, but what do parents say?

Answer—This is a good question, and implies that pupils in a classroom are very different from pupils in any other situation in which we may find them. The fact is we have made our schools (far too often) apart *from* life rather than a part *of* life. The nearer we can approach life situations the better it will be for the pupils and the school. The behavior of pupils should be as in a shop, a store, a bank, a home or any other place where by reason of their interests young people are brought together. I have known schools which were so well trained in conduct (good citizenship in the schoolroom) that the teacher could be out for a whole day or for several days and the pupils would carry on seriously without disorder. I must confess that there are not a great many schools where this could happen. It should be possible in all. It depends much upon the teacher (whether her influence will carry over) upon how well the children are trained, how well behaved and serious in their school work they are, and also upon the community and its traditions. If it succeeds the pupils will know it and will report success at home. This question cannot be answered dogmatically; it must have a qualified answer, but I think it should be possible to leave pupils alone to carry on occasionally. If it can be done without any disorganization and the results can be relied upon it would be a good thing to try it out occasionally. I think perhaps the fact that I am a teacher results from just such an experience. I was left to take charge of the class when the teacher found it necessary to be absent for most of the recitation. I liked it and the teacher complimented me on my teaching. The class was beautifully disposed. The newer school philosophy lends itself to the theory that the teacher has become a director of her school and its activities, and her directing does not need to follow old channels.

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Controversial Subjects

QUESTION—In a recent meeting of our high school faculty the question of the advisability of allowing free discussion of so-called controversial subjects came up. Our faculty is pretty well divided. What is your opinion on this subject?

Answer—If you would like a more authoritarian opinion on the subject I would like to refer you to the Cleveland meeting of the Department of Superintendence, where one of the discussion groups considered this question and passed an opinion to the chairman, who reported to the convention that "controversial issues must be discussed in the school. Whether we will or no, pupils will discuss them among themselves. Many such subjects are known to the pupils only as discussed by them. For intelligent consideration teachers must themselves be interested and well informed. A broad foundation in the social science field coupled with experience and travel is desirable. The teacher may state her own opinion not as an ostentatious display of dogmatic opinion but by a careful presentation of facts and points of view." I would say that this is a fair view of modern educational thought. We are living in a controversial world and our youth must be taught to meet questions

(Continued on Page 381)

EDITORIALS

The Journal Steps Out

NOT January but September is the month of new starts for schools. And at this time your Journal of Education, fresh from its yearly holiday, returns to you with strengthened purpose and carefully formed plans for greater attractiveness and service.

First in importance is the expansion of the Journal's editorial staff. For the first time a Board of Advisory Editors has been organized; consisting of an even score of persons of national eminence in education; men and women whose suggestions, criticisms and counsels will be reflected in the broadened outlook and increased authoritativeness of this magazine.

The Advisory Editors—already listed on the Contents Page of this issue—are: A. R. Brubacher, E. W. Butterfield, Harold G. Campbell, Patrick T. Campbell, Frank Cody, Arthur Dean, Burton P. Fowler, E. C. Hartwell. Henry W. Holmes, Vierling Kersey, William McAndrew, A. B. Meredith, Worth McClure, Bertram E. Packard, Carroll R. Reed. Agnes Samuelson. Payson Smith, Willis A. Sutton, Caroline S. Woodruff. and Walter S. Young.

It is both a pleasure and an honor to welcome these distinguished educators to this editorial fellowship.

To the smaller group of Contributing Editors—heretofore consisting of Dr. Augustus O. Thomas and Dr. Garry C. Myers—is now added Dr. Daniel P. Eginton, who is a valued associate of Commissioner Butterfield in the Connecticut Department of Education, and a versatile and inspiring writer.

Dr. Eginton is already favorably known to readers of this magazine through such articles as "Research the Fourth R," "Thirty Ways to Improve Teaching," "How to Guide Reading Activities," and "Let's Cultivate Our Voices."

The newly set up *Round Table*—circled with enthusiastic schoolmen—invites you to a chair and a talking part in its twice-monthly sessions.

Most conspicuous change of all is the freshly designed front cover, lending, as we hope, a more artistic and attractive aspect to the magazine, and providing greater flexibility for future uses.

Old Curiosity Shops

IF SCHOOL equipment had such a thing as morale, much of that morale would be at low ebb right now.

How the objects that go to make schools comfortable and effective places of instruction have been neglected and allowed to run down!

What a forlorn appearance many of the schoolrooms wear! Teachers have in many instances done what they could to cheer them up. But a good deal of the apparatus has grown weary with long service. Old pieces of furniture creak and complain—and are treated with less than ordinary respect by unsympathetic children.

Books—which come nearest to speaking—have become dog-eared and dirty. and refuse to yield the inspiration once obtainable from their pages. Even the information those volumes contained in an earlier day has been partly lost through abuse or ordinary attrition.

What sour looks all these objects of the classroom must wear as they discuss—and cuss—their sorry plight together after hours. They still would like to share in the work of instruction. They do, in fact, continue to give their best. But it is a sad, disappointing, depleted best.

Of course, the various articles of equipment—blackboard, clock, desk, table, locker, inkwell, and textbook—must realize that the school does not exist for them, but solely for the boys and girls. Nevertheless when one has been so helpful in the past and knows one's self so essential still to the best development of the boys and girls—it would be pleasant to receive a little attention. Certain pieces of equipment might appreciate retirement from service, honorable discharge without thought of pension. After all—no wornout bit of apparatus would decline to make room for a successor that could do a better job. This proves that even a material nature isn't necessarily selfish. If the children would be better off without it, out it will go without a murmur.

And isn't it about time a good deal of this once useful and respectable equipment gave place to new?

Every additional day it lingers may be costly in terms of educational results. Education is a matter of environment—creating the right environment for the right growth. Look around at the environment in your schools today, and ponder. . . .

Makers of Better Schools

DAVID A. WARD devotes himself to better schoolmaking at Chester, Pennsylvania. He has been superintendent in that fair city since 1929, having stepped over from the corresponding position at Wilmington, Delaware. He is a thorough organizer and a recognized leader in educational matters. Good schools mean more to him than medals on the chest. He finds time to contribute now and then to educational journals — including this one. He is an authority on the history of physics teaching. Some day he may be persuaded to publish a book on that subject.

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FRANK ELMER BAKER, who presides over the State Teachers College at Milwaukee, Wisconsin, has been there for eleven years. Allegheny College and Harvard University gave him degrees well earned; then Allegheny topped these with an honorary L.H.D. He was president of the American Association of Teachers' Colleges for the past school year. Fond of gardening and walking, Dr. Baker never lets his amusements interfere with his happiness. He has served on important commissions and committees. He heads the Milwaukee Forum. His real hobbies are the education of teachers and the history of civilization.

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ERNEST P. CARR, as superintendent at Marlboro, Mass., since 1912, holds the confidence and respect of all classes in a community of diverse creeds and races. He puts merit above all else and nominates all candidates for positions in the schools. Interested in organization and co-operation, in character education and in all worthy enterprises in his community, Superintendent Carr ranks high in leadership and accomplishment.

DOROTHY BARNES CONNELLY is district superintendent of schools in Ashville, N.Y. She is an authority on rural schools, and a worker for a better administrative unit for such schools. She has been president of District Superintendents of New York State, and has held other high offices in similar organizations. She is active in the League of Women Voters, Players' Club and the Republican Club. She wants to see married women teachers given a square deal.

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JOHN LUND created surprise last spring by resigning the superintendency at Newton, Massachusetts, to devote himself to teacher training. He had been in Newton only two years, but had done much to put the schools of that city in line with modern ideas, and was receiving fine co-operation from his committee. Mr. Lund will spend the present school year completing his work for a doctorate degree at New York University under the guidance of one of the nation's greatest authorities on administration. Mr. Lund will reside at Norwalk while studying at New York.

Winshipisms

"You can do few more profitable things for a class than to inspire them by precept and example to rejoice in another's success."

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"The wonder is that schools are so good as they are with all the opportunities for them to be worse."

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"Square dealing is in doing, not in telling."

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"You can never long deceive a child."

CHARLES E. MYERS is supervisor of research, State Board of Education, Richmond, Va. His hobby is more education for less money, and he believes it possible through efficiency. His major study now is the effect of educational practices upon pupil-learning. He has gathered over a million test scores with which he can answer many questions. He admits that the practical researcher plays with TNT unless his results happen to be in line with demands.

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CHARLES C. BALL is assistant superintendent and principal of the Thomas Nelson Page Junior School at San Antonio, Texas. His main interest outside his job is the extension of the junior school idea, about which he has written a chapter for a state bulletin. He is responsible for "fusion" courses in social studies in San Antonio. He has devised a system of grading which eliminates subject matter grades and substitutes a system of character trait ratings.

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FRED C. AYER is professor of educational administration at University of Texas. An Iowan by birth, he was for some years a professor at University of Washington (Seattle)—and now he teaches in the roomiest of all the states—and there's hardly one he hasn't visited, even to Alaska. Professor Ayer has had an editorial or authorship finger in so many books and reports one loses count of them. His hobby (golf excepted) is—trying to make educational research and public school practice pull together. He is an authority on supervision, curriculum and child accounting. But he would rather be remembered kindly by his students and other friends than be quoted for what he knows.

The Alcove for New Books

A Survey of Biology

MAN AND THE NATURE OF HIS BIOLOGICAL WORLD, Volume 2. By Frank Covert Jean, Ezra Clarence Harrah, and Fred Louis Herman, of Colorado State Teachers College, with editorial collaboration of Samuel Ralph Powers, Teachers College, Columbia University. Cloth, 524 and 589 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

College administrators increasingly recognize the need of providing generalized courses, not only by way of introducing students to certain broad fields of knowledge before they begin to specialize in them, but particularly for those students who may never specialize in those fields at all.

It is in response to such demands that this textbook in biology has been written. It is volume two in the introductory course in general science by the same authors. Volume one being entitled "Man and the Nature of His Physical Universe."

The authors proceed upon the theory that, while laboratory work by the student is important, many other aids should be employed and he should not be unduly held back by the requirement that he personally discover or verify every fact presented.

The authors are unusually successful in offering biological science as a connected whole. They seem fully to appreciate the mountain peaks of discovery in the science of plant and animal life, and the bearings of each upon the life of mankind.

Teachableness was tested by use of the text, in temporary form, with some two thousand students before the book was issued for general circulation in its present highly attractive makeup.

One of the most fascinating and useful of sciences has here been served up in a manner worthy of itself and sure to create deep and lasting impressions on undergraduate collegians fortunate enough to be exposed to a manual of this sort.

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Creative Dramatics

BUILDING CHARACTER THROUGH DRAMATIZATION. By Jessica Childs, Teacher of dramatics and vocal expression, H. C. Frick Teachers College, Pittsburgh, Pennsylvania. Cloth, 374 pages. Evanston, Illinois; New York, Philadelphia, San Francisco: Row, Peterson and Company.

A teacher with an unusual range of experience in guiding the dramatic creativeness of both children and adults has here put down her conclusions in helpful fashion for others engaged in this work.

The natural mimicry which is manifest in childhood has hitherto found very little outlet in schools. Children have in many cases staged their own plays in back yards and attics. But dramatics in connection with school work have generally been dominated by the teacher and have caused more repression than expression of the child's own personality or originality.

It seems high time that the character potentialities of dramatics were recognized.

The volume is rich in suggestions for teachers and other leaders who may have or discover opportunities to cultivate the joyous art of play-writing and play-performing, whether in school, home, club, church, or whatever group may be waiting to entertain itself and its friends in this manner.

The volume contains full scripts of a number of plays, and is replete with hints on scenery, costumes, and other important elements of the play-producing problem.

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Literary Treasure House

ENGLISH LITERATURE, Literature in the Senior High School, edited by Thomas H. Briggs, Professor of Education, Teachers College, Columbia, and Max J. Herzberg, Principal, Weequahic High School, Newark, and Emma Miller Bolenius. Cloth, 770 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Into a volume of ample size have been gathered many well chosen specimens of literature produced by English writers. The book is designed for use in one of the later years of the secondary school, and for pupils in both academic and other courses. Cultivation of good taste in reading has been the foremost objective of the authors of this text, but they have also had in mind the value of the ideals to be presented and the choice of materials likely to be of interest to the high school boy or girl.

Thackeray's "Henry Esmond" has been reprinted in full to exemplify the study of the English novel.

The student of this textbook should gain an excellent notion of the development of various literary forms and skills and the contributions made by many different writers.

Historic settings and biographical data are adequate in amount and clear in style. Numerous helps for the teacher or the pupil studying by himself are included.

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Educating for a New Age

NEW HORIZONS FOR THE CHILD. By Stanwood Cobb. Cloth, 212 pages. Washington, D. C.: The Avalon Press.

A book from the pen of "Progressive Educator Number One" is always sure to arrest attention and to stimulate thought. Dr. Stanwood Cobb was prime mover in organizing the Progressive Education Association, and has pioneered in the application of its principles in his school and summer camp.

"New Horizons for the Child" is an interesting setting forth of the changed and changing world which confronts and surrounds the children of today, and a brief for an educational system that shall fully equip the child for self-realization and the performance of his social duties. Mass education along traditional lines is regarded by Dr. Cobb as quite inadequate for preparing the child for his new environment. In other words, the author finds fresh arguments for progressive education in the present trend of events throughout the world. His attacks upon educators who still follow the beaten paths are tempered by the consciousness that reforms do not take place overnight in a system so vast and complicated as that of America's schools.

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France Explained

THE SPIRIT OF MODERN FRANCE. By Helen Hill. World Affairs Pamphlets, No. 5, 1934. Cloth, 36 pages. Published jointly by Foreign Policy Association, New York, and World Peace Foundation, Boston.

France needs interpretation not only to America but to the rest of the world; for France is easily misunderstood; and France's role in international affairs is one that can never be played alone.

France the apostle of reason; France the guardian and transmitter of the ancient Roman heritage; France that dwells in apprehension; France that is trying out its democracy in the face of much internal opposition from royalists and other authoritarians; France whose principal neighbors on the Continent have abandoned democracy for dictatorships; France whose parliament usurps more power than it can exercise wisely for the nation—all this and more is portrayed in this fifth and newest volume of the "World Affairs Pamphlets."

The News Digest
OF EDUCATION

Chicago Pays Up

RFC to Rescue of Unpaid Teachers

CHICAGO. — By borrowing $22,365,985 from the Reconstruction Finance Corporation, the local school board was enabled, on August 27th, to open cashiers' wickets to square accounts with its 14,000 employees. The arrearages ran back seven months, and the sums received by individuals ranged from $892 to $3,391 each.

The loan was facilitated by the sale of twenty-year bonds to the RFC. These bear four and one-half per cent interest and are secured by first mortgages on 130 parcels of non-school property, including the municipal airport and an entire business block in the Loop district. The real estate thus pledged has an estimated value of $35,000,000.

It will be recollected that Chicago's difficulties began in 1928, when the State Tax Commission ordered a reassessment of all property in Cook county. This caused a two-year interval of non-collection of taxes and other financial delays and mixups. School workers' salaries began to be omitted in April, 1931, and have been paid spasmodically and tardily ever since, until last week.

A financial expert estimated that the $22,000,000 would change hands an average of five times within a week, thus pumping the equivalent of $100,000,000 into the arteries of trade.

Teachers Traded

SAN DIEGO, Cal.—A swap, whereby six teachers from the city school system of San Diego were traded to three other cities for one year, was arranged by the board of education recently. On recommendation of Charles R. Tupper, acting superintendent, the board voted to trade Anna Mae Falkner and Frances M. Willis to Rochester, New York, for Helen Turrentie and Elizabeth O'Connell. Colorado Springs will send Carrie McClellan and Alma McPheeters in exchange for Grace G. Gans and Wilma M. Hamilton. Milwaukee drew Lylith Ramsey and Elizabeth Hesselbach, in trade for Bernardine Essert and Jeannette M. Whalen. Dr. Tupper pointed out that the exchange system is used generally to give the teachers training in other systems. At the end of a year the teachers will be traded back.

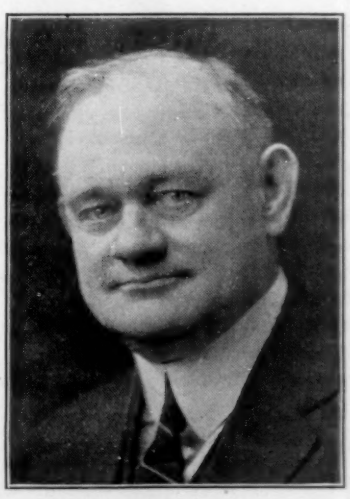
Delegates in Militant Mood As N. E. A. Baked in Capital

The 1934 summer meeting of the National Education Association (June 30 to July 6) will go down in history as one in which a broiling hot sun caused perspiration to vie with inspiration. The national capital, proverbially uncomfortable in the summer months, staged a week of sizzling weather, not greatly mitigated by the thousands of fans which Dr. Henry Lester Smith of Indiana had astutely supplied to advance his candidacy for the chief office of the association.

An extensive program of addresses had been prepared by President Jessie Gray—addresses in which a vast multiplicity of recommendations and exhortations were voiced.

The meeting was marked by an emergence of the classroom teachers into a more dominant position than they have held in the N. E. A. for some years past. Revolt was in the air—revolt against centralized, oligarchic control of the association, for example. This led to a decision by ballot to oust from voting memberships the 157 ex-officio delegates, former presidents and other officers of the N. E. A.

Considerable extra heat was generated by the fact that President Roosevelt had left the city for his cruise to Hawaii without giving the nation's educators so much as a word of greeting or regret, though they had trekked to Washington from every state in the Union in the hope of meeting and impressing the President. Even General Hugh S. Johnson, NRA administrator, who was supposed to deliver an address, was suddenly indisposed and replaced by a substitute.



HENRY LESTER SMITH
N. E. A.'s New President

James H. Richmond, Kentucky superintendent of public instruction, reporting as chairman of the National Committee for Emergency Aid to Education, predicted the continuance of a grave situation of deleted school revenues for another year or two, and urged the imperative need of assistance from the federal treasury.

A strongly-worded resolution, expressing the demand for such consideration of the schools by the federal government, was carried by the convention. The next Congress will be petitioned for an adequate appropriation to be distributed "to all public school districts in accordance with average daily attendance and lack of adequate tax resources in the community." Federal control of schools would be excluded. Pupils, parents and teachers throughout the nation will be asked to arrange mass demonstrations in support of the proposal.

It was the seventy-second annual meeting of the N. E. A., yet only for the second time in all that span of years did a classroom teacher hold the chairmanship of the resolutions committee. She was Mrs. Myrtle Hooper Dall of Minneapolis.

Prominent among the resolutions passed were those favoring a larger measure of personal and academic freedom for teachers; permanency of tenure as protection from political attack; child labor amendment; instruction in the effects of alcohol and narcotics; unemployment insurance for all workers including teachers; elimination of private profits from arms manufacturing.

A committee was directed to report at the next convention on a more democratic form of organization.

Denver delegates signalized their desire to attract the next summer meeting by a foray of snowballs made of cotton. Milwaukee and Detroit also made overtures to the 1935 convention.

Dean Henry Lester Smith of the School of Education, University of In-

diana, won the presidency over three other aspirants.

The newly elected treasurer is R. E. Offenhauer, superintendent of schools at Lima, Ohio.

Following are the eleven new vice-presidents: L. Fraser Banks, assistant superintendent of schools, Birmingham, Alabama; Harriet H. Gordon, Kansas City, Montana; Mattie S. Doremus, Paterson, New Jersey; Ernest W. Butterfield, commissioner of education, Hartford, Connecticut; C K. Reiff, superintendent of schools, Oklahoma City, Oklahoma; Rae Kemp, Kansas City, Kansas; C. A. Rice, superintendent of schools, Portland, Oregon; Charles Carroll, Rhode Island College of Education, Providence, Rhode Island; W. D. Nixon, Tucapau, South Carolina; Caroline S. Woodruff, principal, Normal School, Castleton, Vermont; Charles E. Hulton, superintendent of schools, Sheboygan, Wis.

Retiring President

MISS JESSIE GRAY

Girls Unwelcome

Their Entry Limited In Prussian Schools

BERLIN. — Prussian authorities, frowning on co-education, have decreed that girls may be admitted to "gymnasia" and other educational institutions hitherto dominated by boys only if there is no "lyceum," or girls' school, in the vicinity. In principle, however, "maedchen verboten" is the rule, and girls must get special permission from the Minister of Education if they want to study with boys.

Youngsters in College

SAN FRANCISCO, Cal.—Parents hesitating about sending Johnny or Josephine to college at the tender age of fifteen or sixteen, may take heart from a survey made by Dr. Noel Keys, of the University of California, of 173 boys and 255 girls who entered the undergraduate college there before they were sixteen and a half years old. Contrary to the usual belief, he found that these younger students were healthier on the average than their older classmates, won higher grades, and went into more extra-curricular activities. Twice as many of them as of the rest of the class won honors at graduation, and the great majority stated that they had been happy socially on the campus. Under-age girls were elected to sororities more often proportionately than the average, and were also found more apt to marry before the age of twenty-five. Younger boys, on the other hand, were slightly less well represented in fraternities than the average, and one in four felt himself a social misfit. In athletics, however, they did as well as their older classmates. "The age at which a boy or girl can best enter a university," concluded Dr. Keys, "will depend much more on individual personality, intelligence, and physical development than the number of years he or she has lived."

Pay Restoration

BOSTON. — Restoration of salary reductions to Boston school teachers to become effective January 1, 1935, was approved by the Boston School Committee recently. The restoration is to be dependent on the grant of sufficient appropriating power by the Legislature. Whether the needed funds will be appropriated is not known, but it is felt that part restoration at least will be possible, in which event the school committee will make such adjustments as seem advisable. In any event, the new schedule of salaries will be no lower than those in effect at present, it was stated.

"Little Red Tents"

School Under Canvas With Samoyeds in Arctic

ARCHANGEL, U. S. S. R.—Even the Samoyeds following their reindeer in the Arctic tundra 500 miles east of Archangel have not escaped Soviet schoolmasters, editors, and physicians Seven "little red tents" accompany these nomads as schoolhouses in their wanderings over an area larger than California. Another tent shelters a radio station and a publishing house, which issues the "Samoyed Leader."

Grandma Graduates

CEDAR RAPIDS, Ia. — Forty-six years may be a long time to wait for a college degree, but Mrs. J. F. Tufts of this city is happy in the possession of a diploma awarded her by Coe College here. Now a grandmother of sixty-one years, she saw her three children grow up and receive college degrees. Six years ago she decided to continue the education that was halted in 1888 when failing eyesight forced her to withdraw from the Coe preparatory school. When Coe held its fifty-third commencement, Mrs. Tufts received her degree. In the audience applauding her were her children and grandchildren.

Scholarship Bequest

SWAMPSCOTT, Mass.—A fund to assist Swampscott High School pupils in obtaining a college education is set up in the will of Mrs. Emma Y. Stocker, who died recently leaving an estate valued at $20,000 in personal property and $7,500 in real estate. After bequests to relatives and friends she specified that the residue, if more than $1,000, should become a scholarship fund, in memory of her daughter, Edna Stocker.

English Is Found Losing Status as a College Major

PRINCETON, N. J.—Shakespeare, Byron, and Browning seem to have been losing their one-time hold upon college men and women during the last five years, declares Dr. Robert G. Albion, associate professor of history and assistant to the dean of the faculty at Princeton University, after an analysis of the more than 30,000 choices of major fields of concentration during the last decade at Smith, Vassar, Wellesley, Princeton, Harvard, and Yale.

Professor Albion's statistics show that, perhaps because of the present troubled condition of world affairs, the students at the three men's universities have shifted their favor from literature to the study of economics, history, and politics, while the physical and natural sciences have also risen in popularity. Girl students still give first place to the great writers, although even there literature has slipped from its former unquestioned supremacy.

Some of the differences in enrollment between the men's and women's colleges are interesting. English, history, biology, and philosophy are nearly the same, but the percentage of women majoring in modern languages, psychology and art is nearly double that of the men. These, on the other hand, outnumber the women by nearly two to one in economics, physics, and geology, and by some five to one in politics.

Exceptional because of definite merit

A few new publications for the elementary, junior, and senior high schools

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This series of practice books for grades 2-8 provides complete word lists, practice materials, review materials, testing materials, and pupils' individual records. No additional text, pad, tablet, or spelling materials of any kind are needed. The program is thorough and complete. Activities are provided for each day of the week for the complete learning of words, the development of dictionary skill, and the development of a useful vocabulary.

LEARNING GUIDE IN GENERAL SCIENCE

By CLARK-BOYER-GORDON-SHILLING

This publication is all the title implies, setting up a method by which habits of investigating and recording are established. In each unit of work there are five distinct steps: pre-test, experiment, observations, applications, end test and test record graph. This Guide may be used with any standard text or with several texts on the unit plan.

A STUDY GUIDE TO PROBLEM SOLVING IN BIOLOGY

By DOWNEY

This text like the one described above is designed to interest students in the practical problems of science and to show him how to attack and solve these problems—emphasizing investigation and discovery on the part of the student. This book also may be used with any modern standard text.

ECONOMIC PROBLEMS OF TODAY

By KLEIN and COLVIN

A new text that eliminates the deadly dryness of this course which heretofore consisted largely of definition of theory alone. The subject is made live and fascinating by emphasizing existing economic problems. Unquestionably it is the most complete and up-to-date treatment available for secondary schools.

Literary By-Paths

(revised 1934)

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A collection of notable essays representative of earlier and of modern writers—A special feature of the book is "Suggestions for essay writing."

International Short Stories

Compiled by VIRGINIA CHURCH

A collection of famous modern short stories from England, France, Russia, Scandinavia, Italy, Spain, and America. Many of these stories have never before been translated into English.

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Uncle Sam Becomes Teacher In Tennessee Valley School

NORRIS, Tenn. — In the town of Norris, at the Norris Dam, near Knoxville, Tenn., Uncle Sam will enter directly into educational work. A model school building of early American architecture has been planned by the Tennessee Valley Authority under the direct supervision of Dr. Floyd W. Reeves, personnel director, and in charge of training for the TVA. Dr. Reeves was formerly of the University of Chicago.

This school will serve only the children of the families engaged in work at the Norris Dam. There will be accommodations for kindergarten, grammar and high school training. Boys will receive manual training or vocational instruction in the TVA trades shop, while the girls taking home economics will go to the TVA demonstration building. These structures are already completed, and the school building will be ready by the opening of the fall school term.

No tuition will be charged, as the cost of instruction will be included in the rent charged all residents of the town of Norris.

The teachers in the Norris school will live in TVA buildings in the town.

Data on Display

CHICAGO. — The largest photographic mural which is displayed at the Century of Progress, with the exception of Henry Ford's, which is the same size, was sent to Chicago by the Office of Education, of the Department of the Interior. The mural, ten feet long and six feet high, is exhibited at the Federal Building and forms a background for the education display. It shows several hundred youngsters clamoring for knowledge and training. The mural replaces the talking book, last year's feature, which finally wore itself out speaking every fifteen minutes on education. A map of the United States, showing in black the areas where illiteracy is greatest, gives an idea of what the various States have been able to do to satisfy the educational needs of these children. If you would know how your State stands in the field of learning, how much it spends per person each year for public education, how much salary the teachers receive, what it costs to educate each child per day, and much similar information, you can find out at a glance at this year's education exhibit.

Permits Cribbing

CHICAGO.—Cribbers had their day at the University of Chicago recently. All rules were called off as 500 students reported for the first "open book" examination under the university's new plan of study. Textbooks, notes, and even cuff scribbling could be carried to the examination room and used as freely as desired. The professors gave warning the questions would be so worded that "the student who does not have a thorough understanding could not pass by hasty perusal of his texts and notes." The examination covered philosophy, history, religion, art, and literature.

More Thinking

Independent Study Urged for Pupils

NEW YORK. — What the public school system of this country needs is fewer teachers and more opportunity for the pupils to exercise independence and assume responsibility for their own education. This, in effect, is the conclusion of the Educational Advisory Committee of the New York State Economic Council in its first report. "The basic educational need of the pupils, and of teachers, too—the need and opportunity and stimulus for each pupil to work as a responsible individual, to think, to plan, to decide, and to do, each according to his capacity, and to suffer and enjoy the natural consequences of his own thoughts and acts —is obscured and neglected," the report stated. Reducing the number of daily recitation periods in regular subjects from five to four and the length of periods for some subjects from fifty-five to forty-five minutes, was one of the recommendations. To meet the needs of the large group "who are in school chiefly because they have no where else to go" the committee would make their curricula more suitable to their needs and capacities.

Getting a Job

Occupational Group Offers Assistance

NEW YORK. — Educators in this country interested in problems of occupational adjustment will be interested to know of the services available to them through the National Occupational Conference, which provides for educational institutions, libraries, and other interested organizations, a consulting service regarding the theory and practice of vocational guidance, and the results of research in occupational adjustment. Upon request, a staff officer of the Conference will visit local institutions for consultation regarding the organization of work designed to contribute to the better occupational adjustment of more than one person. The Conference will contribute the services of staff officers for such trips, but will expect local institutions to defray the necessary expenses. No charge is made for any assistance which can be given by mail. The work of the Conference does not include counseling with individuals regarding their personal occupational problems. The Conference has a number of mimeographed bulletins it distributes without charge and it also has subsidized publications which are sold at cost of printing or less. Further information may be secured by writing the National Occupational Conference at 522 Fifth avenue, New York City.

Traveling School Clinic Aids Backward Children

BOSTON.—Instead of being liabilities to the community, the subnormal boys and girls of the nation, if given the correct training, often become distinct assets.

This statement on a matter that has been the concern of reformers for years came recently from Dr. Neil A. Dayton, psychiatrist and director of the Massachusetts division of mental deficiency of the state department of mental diseases.

Under the leadership of Dr. James V. May, commissioner, this division supervises the traveling school clinics which every year examine thousands of backward children in the public schools of Massachusetts, with a view to the better adjustment.

Since the inception of these traveling clinics in 1914, when 126 children were examined, more than 71,000 boys and girls have been examined. This number includes re-examinations. Last year 8,656 examinations were made, the largest for any year to date.

Examinations cover the child's mental and physical health, and his general developmental history since babyhood. The latter includes data on the traits and idiosyncrasies of his parents and ancestors as well. The child's school work or mental ability is tested by the Stanford revision of the Binet Simon test, among others.

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Minority Groups

Civil Liberties Union Fights Discrimination

NEW YORK. — Discrimination against minority groups in the use of public school buildings for general meetings is charged by the American Civil Liberties Union in a pamphlet sent to school boards and minority political parties throughout the country. The pamphlet, which reports discrimination "dictated by local prejudice or by influential reactionary groups," is entitled "School Buildings as Public Forums." The union promises assistance in fighting such discrimination through public hearings, before local boards of education, and, if necessary, by appeals to the courts. The union recommends Michigan and California State laws as "satisfactory working models" to be copied by other States in regulating the use of school buildings.

Startling Facts

WASHINGTON.—Some facts about Negro education brought out at the recent National Conference on the Education of Negroes include: Nearly one-third of all Negro pupils in rural schools never go beyond the first grade; approximately 1,000,000 Negro boys and girls of school age are not in school; illiteracy in seventeen Southern States and the District of Columbia is 16.3 per cent among Negroes, as compared with 1.5 per cent among whites; eighty per cent of the Negro population of the United States, which totals nearly 12,000,000, is found in fifteen Southern States; the average length of term in separate schools for Negroes is 134 days. This stands in contrast to the national average school term, which is 171 days; eleven Southern States spent in 1930 an average of $12.57 annually for the education of each Negro pupil enrolled, and $44.31 for each white child enrolled. These figures are in contrast with the national average of $99. per pupil enrolled.

Kansas Survey

Shows Teachers Get Little as $20 a Month

TOPEKA, Kans. — The "little red schoolhouse" still plays an important role in Kansas life, but whether it should not be discarded for the consolidated system of rural schools is a question the State Legislature may have to decide. A survey of rural schools and school districts, made for the Legislature by Camden Strain, research director of the Kansas Chamber of Commerce, as a CWA project, revealed interesting facts. Strain's report recommended consolidation of at least one-third, if not all, of the 2,196 "weak" school districts. The report showed salaries of rural school teachers have fallen to new lows. Hundreds received only $40 or $50 a month, and two districts paid $20. Several paid $25 or $30 for their teachers. There were 99,816 pupils enrolled in one-room schools, with the average fourteen to a school. Average cost per year a pupil was $71.55. More than 900 school districts last year levied no taxes for education. Enrollment in 33 per cent of the schools was ten or fewer. Six schools had one pupil each and twenty-six had only two each. Five or fewer were enrolled in 449 schools.

Two-Year College

CAMBRIDGE, Mass.—A new institution to give high grade instruction in the first two years of college work, has been organized here as the "Cambridge School of Liberal Arts." It is scheduled to open September 24 in a residential building at 49 Washington avenue, not far from the Harvard Observatory. The dozen persons comprising the faculty are experienced in college teaching. The list fairly bristles with Harvard Ph. D.'s. Co-directors of the school are Drs. I. T. Richards and G. R. Aiello. Tuition has been set at $200. The school will be co-educational, and has a Dean of Women.

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for the teacher

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Heath Adds Titles

Resumes Co-operation With University

CHICAGO.—A plan which was begun forty years ago but later suspended, has just been revived through the taking over by D. C. Heath and Company, Boston publishers, of the foreign language titles issued or to be issued by University of Chicago Press.

The original arrangement was made between President Harper of the university and Daniel C. Heath, then head of the seven-year-old firm of publishers. At that time a partnership between the university and the progressive young publishing concern for the handling of books sponsored by the University of Chicago was started, but the publishing enterprises of the two corporations grew so rapidly as to cause pigeonholing of the joint project.

D. C. Heath and Company now acquires the entire University of Chicago foreign language series, as well as titles in preparation. These will make an important addition to the Heath list of 700 active titles. The Heath-Chicago Language Series will be maintained as a distinct unit.

Cows Eat Credits

Farming Student's School Garden Raided

NORWOOD, Mass. — A hole in a neighbor's fence and a herd of cows may rob Frank Sanngliette of his diploma next June from the Norfolk County Agricultural School. To gain the credits necessary for graduation from the school a student must successfully grow crops of various native vegetables. This was young Sanngliette's year to do the work, and he labored like a Trojan getting things started. Recently he found part of his garden a scene of devastation. Another portion was ruined the next day. Then he lay in wait. A neighbor's cows walked through a hole in a pasture fence and promptly set out to eat their fill of credit-bearing vegetables.

Eagle's Own Story

WASHINGTON.—Study groups and community forums which plan this Fall to delve into the intricacies of the NRA may have access to ready-made outlines and procedure. All the preliminary spade work has been done for them in a new booklet, "What Is the NRA?—A Guide for Study and Discussion," compiled by the Recovery Administration itself, and for sale at five cents by the Superintendent of Documents in Washington, D. C. In this vivid autobiography the NRA describes the circumstances of its birth and rise to fame, and suggests leading questions as to how its codes are regarded and observed in the student's home town.

New York Requires Teachers To Take Constitution Oath

ALBANY, N. Y. — Governor Herbert H. Lehman has signed the Ives bill requiring teachers to take the constitutional oath.

The teachers' oath bill, which becomes law, was introduced by Assemblyman Irving M. Ives, Republican, of Chenango, and is similar to a bill by the same author which was passed last spring at the regular session and vetoed by the Governor.

In a memorandum the Governor noted that the new bill meets objections on which he vetoed the old bill, and as an additional reason for his approval, that there is "very strong sentiment" in its favor among the teachers themselves. The Board of Education of New York City and many teachers' organizations "definitely" favored it, he wrote. The bill also was favored by patriotic organizations.

"This bill, in short," the Governor wrote, "provides that a citizen of the United States who serves as a teacher, instructor, or professor in the public school system of the state, or in a school, college, university or other educational institution whose real property is exempt from taxation, shall take the constitutional oath of office.

Opposes R. O. T. C.

Princeton Faculty Disapproves 4 to 3

PRINCETON, N. J.—A majority of the faculty members of Princeton University disapprove of compulsory chapel, and believe that the Princeton unit of the Reserve Officers Training Corps should be abolished, a questionnaire revealed. The faculty voted 84 to 66 against the R. O. T. C. and 91 to 59 against compulsory chapel. Of the 84 who opposed the R. O. T. C. thirty-nine said it was "militaristic," twenty-three found it "a snap course," and twenty-six said they thought war could be prevented in a better way, such as a "course in peace." Among the sixty-six who approved the course, there were eight who said it should be changed, and only five who wished it made compulsory.

Our Co-eds Okayed

LONDON.—American "Co-eds" who feel unappreciated on their own campus should turn to this panegyric by an Englishman who gained his impressions of American college girls from a dinner at a sorority house at the University of Washington. "Physically," says this observer, S. P. B. Mais, writing in The Listener, London, "the girls struck me as perfect; they dress with taste; they are good to look at, and amazingly easy to talk to. I wish our young people could acquire this ease of manner. I have still to meet a gauche American girl. . . . They have achieved poise without sophistication, which is an admirable trait. My stay has convinced me that co-educational universities are certainly the best for the woman, whatever the effects may be on the men."

For Some Women

ST. CHARLES, Mo. — A woman's college with a curriculum designed particularly for women is the ideal of Dr. Alice E. Gipson, dean of Lindenwood College, here. Dr. Gipson contends that not enough differentiation exists in the education of college men and women. In a model curriculum which the dean has inaugurated at Lindenwood, she lists "home-making" as of utmost importance. Supplementary to this, she says, are biology, house planning, house furnishing, home nursing, dietetics, child development, economics of the household, psychology of human relations, and vocational training. In addition to "plain old history" and literature, community life, delinquency of children and civic consciousness are regarded by the dean as necessary to "the useful life."

Pierce to Reading

READING, Mass. — Arthur E. Pierce, former superintendent of public schools in Southbridge, assumed similar duties September 1 at Reading and North Reading. He had been head of the Southbridge schools since 1931.

"Mike" Personality

Broadcasting Course Is Offered at Michigan

ANN ARBOR, Mich. — Another ultra-modern calling, that of the radio broadcaster, has received recognition from a university. A laboratory for prospective announcers, playwrights, and studio managers is opening at the University of Michigan, it has been announced. Pronunciation, diction, and speech delivery under the conditions imposed by the microphone will be taught by the department of speech. Studio problems, studio management, program building, and the planning of special features will be taught by Professor Waldo Abbot, director of Michigan broadcasts. The students in the courses will have experience at the microphone in the regular studio, while their fellow-classmates and instructors form an invisible audience in another room to listen and criticize.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

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2205 S. Lamar St., Dallas, Texas

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Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, **Chicago, Atlanta, San Francisco,** Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

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Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
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Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

The Problem Box

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as they arise. They must be broadminded and tolerant of one another's point of view. The teacher must be wise and be able to direct such discussions in a manner to develop tolerance for opinion. Modern education requires a more careful consideration of what is going on in the world in which we live. The past is no longer controversial. It is established fact; only the present is to be considered from the standpoint of procedure.

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Reading in the First Grade

QUESTION—I am superintendent of a small school, and have had little experience in supervision. I need help in gaging the levels of achievement in the various subjects and grade levels. Just now I would like to know how or on what points you would gage the efficiency of pupils in the first grade in reading.

Answer—I would suggest that you and your teachers make a study of this phase and discuss it carefully. You can do this by examining several up-to-date courses of study, some achievement tests, and especially the "Report of the National Committee on Reading," fourth year book of the National Society for the Study of Education. In that very valuable study made by a group of experts you will find the following: The achievement of a first-grade pupil in a normal development should be indicated in the following ways:—

1. Becomes absorbed in the content of his reading.
2. Reads silently without lip movement.
3. Asks questions about the content and discusses what he reads.
4. Reads aloud clearly, naturally and in thought units.
5. Knows how to handle books and to turn pages, and is able to find what he desires in his book by the pages.

Some of the tests which will aid are, Detroit Group Test in Word Recognition, Haggarty Reading Examination, Signi L. Gray Oral Reading Tests.